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ABSTRACT

These lessons are part of a project to make the study of law and legal concepts an integral part of the North Carolina social studies state curriculum, and the materials are correlated to this curriculum. Six lesson goals and numerous activities focus on the legal concepts of authority, justice, and responsibility. This packet for grade four contains 14 handouts of discussion questions, term definitions, and case studies designed to supplement the state curriculum and seven teacher developed lessons that focus on the U.S. government system. A legal concept, goal, objective, teaching strategies for motivation and development, resource materials, and a culmination activity are outlined for each of the seven lessons. Additional handouts are provided to be used with some of these lessons. (DJC)

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Lessons In Law For Middle Grades

GRADE FOUR

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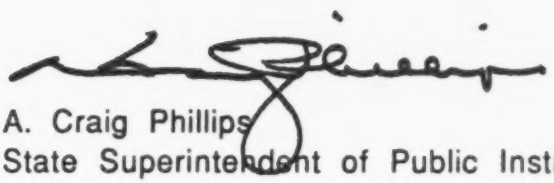
Division of Social Studies • North Carolina Department of Public Instruction

FOREWORD

Teaching about the law is an important part of the social studies curriculum. There is evidence that this strand of the curriculum is very beneficial in terms of preparation for citizenship for all students and in the reduction of delinquent acts among juveniles.

The materials introduced and developed by the Lessons in the Law for Middle Schools project are designed for grades 4-8 to enliven, enhance and reinforce the objectives of social studies curriculum.

We are grateful to the Governor's Crime Commission for providing the resources for this project and to the teachers who contributed to the development of these materials. We are confident that the positive impact of this project will be felt by thousands of students over the next few years.



A. Craig Phillips
State Superintendent of Public Instruction

LESSONS IN LAW FOR MIDDLE GRADES

GRADE FOUR

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Some of the lesson formats used in the illustrative activities are based on formats used by the Center for Civic Education in the Law in a Free Society Curriculum.

PROJECT OVERVIEW

The Lessons in the Law for Middle Schools project is a part of a much larger effort to make the study of law and legal concepts an integral part of the North Carolina social studies curriculum. The project is funded for two years by The Governor's Crime Commission. The first year of the grant has been devoted to working with a select group of teachers in grades 4 through 8 to produce practical, easy-to-use lessons for teaching about the law. These lessons will be made available to other teachers who teach at the same level. Teachers selected for the initial year of the project received two days of inservice education related to the concepts of authority, justice, and responsibility in eight workshops held throughout the state. During the workshops, each teacher was asked to produce a lesson related to one of the concepts. The lessons were designed to be completed with a typical in class in 1-3 days. Preparation of the lessons was started during the workshops and completed by the teachers on their own immediately following the workshop. The lessons were first fieldtested by the writer and later critiqued and in some cases fieldtested by other workshop participants. Some of the evaluations of the lessons were done in a one day follow-up workshop. Each lesson was revised on the basis of the field-test and critiques. Several of the lessons are included in the activity booklets produced by the project. Not all of the lessons produced by the participants have been included. Some lessons, though quite useful, contained copyrighted material that could not be reproduced. Others required the use of commercially produced materials. If additional resources become available in the future, more of the lessons produced by participants in the project will be printed and distributed.

Each of the lessons included in the booklets are correlated to the North Carolina social studies curriculum for grade 4, 5, 6, 7 or 8. These lessons will be used in a series of one-day workshops during the second year of the project to introduce teachers to practical strategies for teaching about authority, justice, and responsibility. These workshops will be designed to provide teachers with a better understanding of these legal concepts and to acquaint teachers with the lessons produced during the first year of the project.

The lesson development activities and the workshops associated with the project were facilitated by the regional coordinators for social studies of the Division of Social Studies, Department of Public Instruction. If you are interested in learning more about the law-related education strand of the social studies curriculum or if you are interested in workshops for teaching about the law, you may contact the social studies coordinator by calling the regional education center for your area of the state.

INTRODUCTION

Included in the North Carolina Standard Course of Study for Social Studies are specific goals which define what students should learn about the law. There are goals for each grade, grades four through eight, which focus on the concepts of authority, justice, and responsibility. The general goals below are the focus of the activities found in these materials. Specific goals and objectives are listed for each teacher-developed activity.

The learner will:

- understand the concept of authority as it relates to citizenship in a democratic environment.
- be able to analyze cases involving the concept of responsibility and choose responsible courses of action when presented with situations requiring action.
- understand the procedural, distributive and corrective aspects of the concept of justice.
- participate effectively in groups.
- identify and define problems and suggest ways to solve them.
- demonstrate growth in self management.

The information and ideas found in these materials are not intended to supplant the existing social studies curriculum. Rather, they are intended to enhance the curriculum and supplement available textbooks, locally prepared teacher guides, and other supplementary materials.

On pages 2 through 36, you will find illustrative activities for teaching middle-grades students about authority, justice, and responsibility. These are followed by lessons developed by classroom teachers.

AUTHORITY

Authority is a basic legal concept that students should learn about during the middle grades. This concept will be better understood by students if they have opportunities to analyze rules, laws, policies, and the responsibilities of those in positions of authority and leadership. The following activities are examples of how students can be directed to focus on authority.

ANALYSIS OF CRIMINAL STATUTES

In order to have students better understand such concepts as "property crimes," "crimes against the person," "aiding and abetting," and "accessory to a crime," have students analyze the simplified versions of North Carolina statutes included in this package. Other statutes may be substituted if you so desire. The six analysis questions, labeled as Handout 1, may be used as a tool for examining a variety of statutes, rules, and policies.

The recommended procedure is to:

- provide students with the analysis questions in Handout 1.
- review the questions so students will understand the intent and purpose of each. What appears very obvious to adults may require some explanation for students.
- provide students with a copy of one of the statutes in Handout 2. Have them read the statute and carefully answer <u>each</u> question for the statute under consideration. First have students answer the questions individually. Then place them in groups of four to six students to discuss their answers. When assigning students, use a method that assures that each small group is representative of the overall class. After being placed in groups, students should attempt to reach a consensus on the answer to each question. It may be necessary to discuss the meaning of consensus and rules for reaching consensus with your students. If you do not have enough time to complete both steps of the assignment in class, you may have the students answer the questions individually as a homework assignment and complete the small group assignment in class. Following the small group assignment, lead a class discussion using the student responses to the analysis questions as a starter. Draw upon student experiences as a part of the discussion and use analogous examples when appropriate.

This activity may be repeated using a variety of rules and/or laws as the focus. The use of outside resource people can enhance the effectiveness of this activity. If the focus is upon a particular type of law or rule, you may want to have an expert available to discuss the student responses to the questions in the rule evaluation activity. For example, someone from the District Attorney's office will greatly enhance a discussion of criminal statutes. The principal of your school is an expert in school law.

ANALYZING RESPONSIBILITIES OF INDIVIDUALS IN POSITIONS OF AUTHORITY

Analyzing the responsibilities and desirable characteristics of individuals in positions of authority and leadership will help students understand the need for having individuals in positions of authority in families, in the workplace, and in government. A wide range of individuals may be considered in this type of activity. Authorities relevant to the lives of students or to topics that are included in the curriculum may be the focus of these discussions. Individuals studied should include government officials, political candidates, and officeholders plus individuals from a variety of professions. Such activities will foster the development of skills needed to become intelligent voters and decision-makers.

The recommended procedure is to:

- select a position of leadership for students to consider.
- have students either brainstorm or do research on the powers, duties, limitations, and privileges of a person in that position of authority or leadership. These should be listed on the chalkboard, an overhead projector, or chart paper so the class can see them.
- discuss the lists with the class. The discussion will lead to a better understanding of the position under consideration.
- have students list personal characteristics that are desirable in a person holding such a position.
- consider real or contrived candidates for the job. Do not allow your students to consider someone for the position until they have completed the first two steps in the activity.

Handouts 3, 4, and 5 contain information on candidates for three positions: a babysitting job, a school bus driver and a district court judge. After discussing powers, duties, limitations, and privileges of an individual in the position under consideration, provide each student with a description of the candidates for the position. Have them individually select the person they feel is best suited for the position. After they have made their individual selections, place them in small groups to discuss and defend their selections. After a few minutes in small groups, conduct a discussion involving the entire class, and consider such questions as: What influenced your choice? Did some personal experience influence your choice? Did you have enough information to make a choice? What else would you like to know about the candidates?

Discussions of responsibilities and desired characteristics of individuals in positions of authority and leadership may be extended by focusing on authorities familiar to most middle-grades students. A few are listed below:

President of the United States
School Board Member
Law Enforcement Officer
State Legislator
Supreme Court Justice
Military Officer
City Council Member
Airline Pilot
County Commissioner
United States Senator
National Leaders from any country studied

As discussions are held regarding individuals in positions of authority, you may want to have someone who holds such a position available to discuss the position with students. If you are discussing the role of judges, have a judge discuss his/her duties.

JUSTICE

Justice is a second concept that should be emphasized with middle-grades students. They can improve their understanding of justice by analyzing and discussing situations that raise questions such as: How can wrongs or injuries be fairly corrected? How can burdens and benefits be fairly distributed? Were the procedures used to gather information and to make decisions fair? Several of the illustrative strategies are examples of ways to involve students in a discussion of justice issues.

Students can gain insight into how society attempts to deal with a wide range of problems by analyzing the cases in Handouts 7, 9 and 11. Similar situations from various cultures will help students better understand those cultures. The suggested procedure for looking at the criminal cases is similar to the procedure that is suggested for examination of laws, rules, and policies. Students are confronted with situations and guided to think about the nature of the problem, the severity of the problem, and mitigating and aggravating circumstances.

The recommended procedure is to:

- provide students with copies of the questions in either Handout 6, 8, or 10. The type of case used will determine which set of questions are appropriate. You may need to modify and/or explain the questions to assure that students understand them.

- provide each student with one of the cases found in Handout 7, 9, or 11 or other cases you identify.

- allow sufficient time for students to think about and answer each question for the situation they have been assigned. Point out that not all questions apply to each case. If it is determined that a question does not apply, students should make a note of it and move to the next question. Students should be instructed to answer each question to the best of their ability. It should be pointed out that there are no "correct answers" in the usual sense. However, some answers will be better than others.

- allow students to first answer the questions individually. After students answer the questions, have them discuss their answers with other students in small groups. The group task should be to reach a consensus or at a minimum discuss the merits of each proposed answer. The strategy for grouping should be similar to the one used in the activities related to justice.

After the small group discussions, conduct a class discussion drawing upon individual and group responses to each question. During the discussion let the students support their positions using arguments based on experience, knowledge of the law, perception of right and wrong, and what they feel will be fair to all parties.

In addition to or in the place of the situations provided, teacher may choose to create more appropriate ones for their classes. They may choose examples from current events or the daily lives of students that are related to fair ways to correct wrongs or injuries or fairness in the acquisition and use of information in governmental decisions. Some examples, relevant to the middle grades social studies curriculum, involving the fair distribution of burdens and benefits are:

- Who decides which students go on a class field trip and how is this decision made?
- What type of foreign aid--humanitarian, military, economic, should the United States and other nations provide developing countries?
- How are decisions about the allocation of jobs for the unemployed and better paying jobs for the under employed made?
- How are the tax burdens associated with various types of economic activity fairly distributed?
- How are welfare benefits for various groups such as the elderly, poor and children determined?
- How can lawmakers fairly decide which community will be affected by a new highway, waste dump, or airport?
- How can regions and groups to benefit from various government programs be fairly identified?
- How can regions and groups to benefit from new ideas and inventions be fairly identified?

Lawyers, judges, court counselors, and other government officials can be valuable resources when discussing situations related to justice.

RESPONSIBILITY

Responsibility is a third fundamental legal concept that should be taught to middle-grades students. It is closely related to both authority and justice. One of the dilemmas in handouts 12, 13, and 14 or one that the teacher creates can be used to get students involved in discussions of issues related to responsibility. There are two types of issues for discussion. Students should be encouraged to think about situations which require them to make choices about the right course of action. Students should also consider situations which involve making decisions about when one should be held responsible. Handouts 12, 13 and 14 provide examples of both types of issues. There are questions for each situation to guide student discussion of the issue(s) involved. The questions that students consider when discussing such problems require perspective-taking. In terms of social and intellectual development this skill should be a high priority. With experience in viewing problems from many points of view, students will be better prepared to act responsibility.

For maximum impact follow the procedures outlined below:

- Have students read or listen to the situation.

- Following the presentation of the situation, ask a few comprehension questions to determine students' understanding of the facts. Ask questions that clarify the identity of the main characters. Also ask questions that probe students' understanding of the sequence of events. Be sure that students know the significance of each character or event.

- After the facts have been established, ask students to take a position on what the central character should do and think of reasons to support their decision. It may be helpful to require students to write down their positions and reasons so that they will remain committed to them in the initial stages of the discussion.

- After students are committed to a position, poll the class to determine the extent of disagreement among class members. If the class is clearly divided over the desired course of action or who should be held responsible, place students in small groups of three to five students who are on various sides of the question. The small group task is to try to reach a consensus on the best solution to the problem and agree on the best reasons for the recommended solution.

- Following the small group discussions, hold a class discussion of the problem. During both the small group and class analysis of the problem, use the questions which follow the situation to focus and enliven the discussion. The questions are intended to raise the most obvious issues and to encourage perspective-taking.

- If the class is clearly in agreement on the best solution to the problem, an alternative method of directing the discussion may be used. Before placing students in small groups, have them brainstorm a list of reasons for advocating the solution they agree upon. Place the list on the chalkboard, an overhead projector, or a chart. The small group and class discussions now focus on the reasons; with the task of deciding which reasons are the most compelling ones for a particular action as the primary focus.

QUESTIONS FOR EVALUATING LAWS, RULES, AND POLICIES

1. What law did the legislature make?

2. Why did the legislature think the law was needed?

3. What can be done to solve the problem other than make a law?

4. What could be the benefits of this law?

5. What could be the harmful effects of this law?

6. Is there anything wrong with this law?

7. Do you think this law should remain the same, be changed, or be repealed? Why?

SIMPLIFIED LAWS

Aiding and abetting

A person is considered to be aiding and abetting in criminal activity if present when the crime is committed and advises, encourages, or otherwise helps the person who committed the crime. (Punishment is the same as for the person committing the crime.)

Accessory

A person is considered an accessory to a crime if he or she is not present when the crime is committed but has knowledge of the crime before or after it is committed and offers advice, encouragement, or assists the person who committed the crime. (Punishment is the same as for the person committing the crime.)

Extortion

A person who threatens someone directly or indirectly for the purpose of gaining anything of value is guilty of extortion if convicted. (Punishment is imprisonment of not more than ten years and/or fine.)

Felonious Breaking or Entering

A person entering or breaking into a house for the purpose of stealing property, damaging property, or injuring someone is guilty of felonious breaking and entering, if convicted. (Punishment is imprisonment of not more than ten years or a fine.)

Breaking or Entering Vehicle

A person who enters a motor vehicle, boxcar, boat, trailer, or aircraft with the intention of committing a larceny or felony is guilty of breaking or entering a vehicle, if convicted. (Punishment is imprisonment of not more than five years.)

Breaking into Coin- or Currency-Operated Machine

A person who breaks into or otherwise opens a coin- or currency-operated machine without the consent of the owner is guilty of breaking into coin- or currency-operated machine, if convicted. (Punishment is imprisonment of not more than five years.)

Injury to Real Property

A person who intentionally damages, injures, or destroys the property of another is guilty of injury to real property, if convicted. (Punishment is imprisonment for not more than two years and/or fine.)

Defacing a Public Building

A person who writes on, marks, defaces or injures the walls of a public building, facility, statue or monument in a public place is guilty of defacing a public building, if convicted. (Punishment is imprisonment for not more than six months and/or fine of not more than $500.)

NOTE: These laws are very generalized and simplified. The adult penalty is included to demonstrate that society disapproves of these actions regardless of the age of the offender.

CANDIDATES FOR BABYSITTER

CANDIDATE 1

NAME: Sarah Jane Nelson

AGE: 16

SEX: Female

EDUCATION: junior high school

INTERESTS:
Swimming, horseback riding, fishing and reading

PREVIOUS EXPERIENCE: None

REFERENCES:
Three favorable references including her eighth-grade homeroom teacher, her mother and her next door neighbor

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CANDIDATE 2

NAME: Judy Ann Brown

AGE: 17

SEX: Female

EDUCATION: Two years high school

INTERESTS: Dancing, singing in the choir, drama and tennis

PREVIOUS EXPERIENCE:
YMCA camp counselor, three years babysitting, office assistant, pool and snack bar and school day care center

REFERENCES: Three favorable references from previous employers

CANDIDATE 3

NAME: Ken Madison

AGE: 16

SEX: Male

EDUCATION: One year high school

INTERESTS: Football, golf, model airplanes, video games and dating

PREVIOUS EXPERIENCE: Worked in summer Boy Scout camp, lifeguard at local swimming pool, four years babysitting experience

REFERENCES:
Three favorable references including previous employers

CANDIDATES FOR SCHOOL BUS DRIVER

CANDIDATE 1

NAME: Eric White

AGE: 17

SEX: Male

EDUCATION: Two years high school

INTERESTS:
Academics (honor roll student), debate team

PREVIOUS EXPERIENCE:
Has driven heavy farm machinery, including trucks for several years

REASON FOR SEEKING JOB:
Needs to save money for college

CANDIDATE 2

NAME: Ann Jones

AGE: 37

SEX: Female

EDUCATION: Two years college

INTERESTS:
Girl Scout leader, taking trips with her two daughters and husband

PREVIOUS EXPERIENCE:
Has driven church bus and van and has transported numerous children in car pools for several years

REASON FOR SEEKING JOB:
Needs extra spending money

CANDIDATE 3

NAME: Ed Green

AGE: 16

SEX: Male

EDUCATION: Two years high school

INTERESTS:
Member of football and track teams

PREVIOUS EXPERIENCE:
None other than good record with personal car.

REASON FOR SEEKING JOB:
Needs gas money for his new sports car.

CANDIDATES FOR DISTRICT COURT JUDGE

CANDIDATE 1

NAME: Sue Johnson

AGE: 42

SEX: Female

MARITAL STATUS: Divorced, two children ages 12 and 16

EDUCATION:
Law Degree from
Duke University

INTERESTS:
Volunteers in local schools and is active in Mothers Against Drunk Driving.

PREVIOUS EXPERIENCE:
Private law practice five years, juvenile police officer three years before attending law school

STATEMENT OF PHILOSOPHY:
Believes that society should be protected from criminals by being tough on criminals, particularly those who commit crimes against children and the elderly

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CANDIDATE 2

NAME: John Allen Reid

AGE: 32

SEX: Male

MARITAL STATUS: Single

EDUCATION:
Law Degree from North Carolina Central University

INTERESTS:
Big Brother program, Jaycees, plays tennis, volunteer firefighter

PREVIOUS EXPERIENCE:
Public defender two years, assistant district attorney three years, and private law practice five years

STATEMENT OF PHILOSOPHY:
Believes that society should find ways to rehabilitate criminals, believes that poor defendants should get better legal counsel

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CANDIDATE 3

NAME: Richard Lee Jamison

AGE: 44

SEX: Male

MARITAL STATUS: Single

EDUCATION:
Law Degree from Georgetown University

INTERESTS: Horses, golf, and church work

PREVIOUS EXPERIENCE:
District court judge four years, district attorney four years, and private law practice ten years.

STATEMENT OF PHILOSOPHY:
Believes that the criminal justice system works extremely well, believes very little can be done to improve it.

CORRECTIVE JUSTICE

1. Identify the crime/problem.

2. How serious was the crime/problem?

3. How many people were involved, how much property, how much land, how many plants, animals, or other things of value were affected?

4. Over how long a period of time did the crime/problem take place?

5. How great an effect did the crime/problem have?

6. How offensive was the crime in terms of right or wrong and human dignity?

7. Was the crime the result of an intentional act?

8. Was the crime the result of recklessness?

9. Was the crime the result of carelessness or thoughtlessness?

10. Did the person know that he or she was committing a crime?

11. What was the person trying to accomplish?

12. Had the person done something like this before?

13. How did the person feel about what he/she had done?

14. Did the person act alone, as a leader, or as an accomplice?

15. Did the victim contribute to the crime/problem?

16. Should the person be punished, forgiven, or required to pay restitution? Explain how this should be done.

CORRECTIVE JUSTICE CASES

A CASE OF GREED

Jenny knew that one of her teachers, Ms. Jones, enjoyed popular music and had a large collection of stereo tapes in her car. She knew about this because Ms. Jones had given her a ride home one day after school when it was raining. She had learned from some older boys in the neighborhood that a second-hand store in town would buy used tapes, tape players, radios, and stereos. The boys said that the owner had bought stolen items from them on several occasions. Jenny started to think. Rarely did she have enough money to do all of the things she wanted to do. If she could steal a few things to sell, she could have more spending money. One afternoon after school as she walked through the school parking lot, she spotted Ms. Jones's car. It was unlocked. There were about fifty tapes and a small cassette recorder in the car. Temptation got the best of her. She took the tapes and the recorder. She put them in her gym bag and walked away. She asked her older brother to take them to the second-hand store and sell them. Her brother sold them and gave her $25. She was very careful not to spend the money all at once. She was afraid that her parents or someone else would notice and question her about where she got the money. Ms. Jones had reported the theft to the police, but no progress had been made in solving the crime.

Several weeks passed and the money ran out. Jenny was sure that no one suspected her. As she rode her bike in the park one afternoon, she saw a young couple beside a stream. Up the hill from where they stood was a park bench and picnic table. On the table was a large "jam box". The table was out of the view of the couple. She was sure the "box" belonged to the people beside the stream. Temptation struck again! She rode past the table and grabbed the "box". She rushed home. Her brother was the only person there. He agreed to sell the "box". This time she got $40. Her luck ran out. The police had been observing the second-hand store. They questioned Jenny's brother and learned of Jenny's involvement. Then they questioned her.

AT THE WRONG PLACE AT THE WRONG TIME

Jerry and some of his friends were playing on the playground at the elementary school in their neighborhood. They were playing basketball on an outdoor court. The building was locked. Some of the boys needed to go to the restroom. They found an open window and entered the building to use the restroom. As they were preparing to leave, they heard footsteps. It was a security guard. They ran down the hall as fast as they could. In their haste, several of the boys crashed into a large glass display case in the hall. To their dismay it shattered. Fortunately, nobody was hurt. The security guard shouted for them to stop. They were absolutely petrified. The security guard called the school principal. She told the boys that they had unlawfully entered the building and had vandalized school property by breaking the display case. The boys' parents were called.

UNAUTHORIZED SALES

Tom brought bubble gum to school in order to sell it on the bus and in the school building. He doubled the price and sold the gum to students. Some students spent their lunch money on Tom's gum. His sales activity was against school policy. When Tom's business activities were discovered by the assistant principal, he was summoned to the office.

A CASE OF LIABILITY

Mike's teacher sent a note to his parents to inform them that he had not turned in a science booklet which was to be recorded as a test grade. Mike did not show the note to his parents. Instead he signed his mother's name and returned the note to the teacher. When the teacher recognized the signature as a forgery, she told him to come by after school.

IS IT ASSAULT?

Joanna happily boarded the school bus at the end of the day. It was the last day of the school year. In her excitement about school ending, Joanna slung her bookbag across the seat, hitting Lucy in the forehead. The blow caused a cut that required six stitches.

TOO MUCH TARGET PRACTICE

David and Brian lived in a rural area. After school and on weekends they enjoyed playing in the woods and fields near their home. Both boys had air rifles. When they had enough money to buy pellets, they enjoyed shooting at stationary targets with their rifles. Sometimes they shot at paper targets, cardboard boxes, and metal cans. They tried their skill in all sorts of positions - kneeling, standing, and lying down. They talked about how much fun it would be to enter competitions when they were older. Perhaps, someday they would be good enough to compete against men and women from other countries. Both boys were very good marksmen. Their parents knew of their interest in shooting and had instructed them in gun safety. Sometimes they were allowed to target practice with shotguns and rifles under their parent's supervision. What both wanted was a chance to shoot at moving targets. They had tried this once and realized it was far more difficult than hitting a stationary target.

After target practice in the woods one day, the boys were riding their bikes home. It was nearly dark. They were kidding each other about who was the better shot. Brian told David that if he was as good a shot as he said, he could hit Mr. Brown's horse as it ran beside the fence. The horse would sometimes trot beside the fence as the boys rode past. David stopped, took aim and hit the horse squarely in the side. The horse neighed and ran quickly away. The boys laughed and kept going. A little farther along Brian said, "I'm going to really show you something. See that cat walking on Mrs. Barnes' fence? I'm going to really sting it." He stopped, took aim, and fired. He missed. He fired a second time. This time he hit the cat. The boys laughed and continued on their way home. That evening they learned that the first pellet had struck Mrs. Barnes' storm door and cracked the glass. The second shot hit the cat and blinded him in one eye. Mrs. Barnes found a BB pellet on her porch. The veterinarian removed the second pellet from the cat's eye. The veterinarian's bill was $95. The boys' parents were called. When confronted with what had happened, the boys admitted what they had done. They said they knew better and were terribly sorry.

IS IT WORTH IT?

Becky lived near a shopping mall. She often went to the mall to hang around and talk with her friends when she had nothing better to do. Once in a while she would do some shopping for her mother. One day when she was in the mall and none of her friends were around, she got bored. She went into one of the large department stores. First, she looked at the cosmetics and then at the clothes. Later she went back to the cosmetics area. There she saw a cosmetic kit that she really wanted, but did not have enough money to buy. The salesclerk in the cosmetics department was helping a customer. It was a slow day. There were no other shoppers nearby. Becky slipped the kit into her handbag and walked out of the store into the mall area. Just as she left the store, Becky was stopped by a security guard. The guard took her to the store office. He examined the contents of her bag. He told her that she had been observed through the store's video security system slipping the cosmetics into her bag. Becky offered to return the merchandise. She asked if she could call her parents and get money to pay for them. The store manager said no and called the police. The police came and called her parents at work. They were upset at what had happened.

A CASE OF EXTORTION

Billy, a big boy for his age, told Greg to bring him a specific baseball trading card or he would beat him up. The next day when Billy learned that Greg had ignored his request, he twisted Greg's arm and tied him to a door in the boys' restroom. Greg was late to class because of his ordeal. When he explained what happened, Billy was sent to the principal.

DISTRIBUTIVE JUSTICE

1. What benefit or burden is to be distributed?
2. What person(s) or group(s) are being considered as recipients?
3. Which person or group has the greatest need?
4. Which person or group can best use, apply, or handle what is being distributed?
5. What has the person or group done to receive this burden?
6. Does the person or group qualify for this burden or benefit?
7. Which person or group deserves what is being distributed?

DISTRIBUTIVE JUSTICE CASES

EXTRA HOMEWORK

Sue, Tom, and Jane are advanced students in Mrs. Martin's fourth-grade class. Each week they are out of the classroom for three hours attending special classes. Sue, Tom, and Jane have to make up their classroom assignments each time they go to a special class. The makeup work is usually assigned as additional homework. Mrs. Martin has a problem. She is not sure if she should give additional homework assignments to students who do not go to special classes. She wonders if it will be fair to give extra homework to three students without giving extra homework to the rest of the class. After all, the students have spent the same amount of time in classes. If extra homework is to be given only to those students in special classes, should she give more homework to those who leave the classroom for remedial work? What will be the fairest thing for Mrs. Martin to do?

EXTRA CLASS WORK

At Stony Creek School the music teacher offered extra classes in recorder to those students who wished to participate. Most of the students in Mrs. Gardner's class chose to attend. A small number were left in the classroom. They were assigned extra math work to do. These students and their parents did not think the additional math practice was fair. Is the additional math work fair?

WHO SHOULD BE REWARDED

The West Street PTA offered an ice cream party to the class with the highest sales in the annual magazine sale. Two classes tied for first place. The budget has enough money to provide a party for only one class. An analysis of sales charts shows that in one class all students sold magazines. The sales in the other class were the result of the work of one student. His sales account for 90 percent of the class total. Should the principal try to find a way to reward both classes or should he reward the class in which all students contributed and invite the high salesperson from the other class? Which solution will is fairer?

WHO IS BEST QUALIFIED ?

Each homeroom at Mills Creek Elementary School chooses a reporter for the school newspaper. To be eligible, a student must have good handwriting and grammar skills. There are two students in Ms. Ruppard's homeroom who badly want this position. Jerry is a good student in every sense of the word. His grades are excellent. He has never had any behavior problems at school. His interests are pretty much academic. Jill also wants the job. She is quite different from Jerry. Her grades overall are not good. However, she is a good writer. She is well rounded, enjoys sports, and is well liked by other students. She seems to know everything that goes on in the school and community. She has a hard time following rules. She has been to the principal's office twice for problems on the school bus and in class. Which student deserves the privilege of representing Ms. Ruppard's class as a reporter?

WHO SHOULD PAY?

Sally borrowed a library book from Mary. Sally left the book on the porch while she played with her dog. Her mother called her for dinner. Sally forgot about the book. During the night Sally's dog chewed the book. It was so badly damaged that it had to be replaced. The book was checked out on Mary's library card. Should Sally bear the total expense or should Mary share in the cost, since the book is officially checked out to her? Do the parents of either girl have any responsibility for helping to pay for the damage?

PROCEDURAL JUSTICE

1. Do you need to know anything else about this case?
2. Is this information secret or public?
3. Was the information presented effectively?
4. Were both sides fairly represented?
5. Was the information reliable?
6. Was public notice of the hearing or meeting given in advance?
7. Were everyone's rights protected?
8. Were the decisions in this case fair?

PROCEDURAL JUSTICE CASES

THE MISSING MONEY

Donald, a fourth grader at Oakview Elementary School, was excited about selling candy for the school's annual fund raiser. The class was pleased that Donald took fifty candy bars to sell. Donald did sell all the candy. However, he spent the money on himself. This matter was called to the attention of the principal. The principal notified Donald's parents of the problem and asked them to come for a conference. During the conference, Donald's teacher explained what had happened and indicated that several class members had observed Donald playing video games and attending movies more than usual. Donald explained that he lost the money. He indicated the money spent for video games and movies came from money he had saved. The principal said that since the money was missing, Donald and his parents would have to replace it. He also stated that Donald would be punished by being placed in detention for five days. Donald's parents agreed to allow Donald to either earn the money or take it from his savings. Was Donald treated fairly?

THE BOOK THIEF

Patrick loved to read books. His parents bought him many books and took him to the public library frequently. However, Patrick had another way of getting books. He was stealing them from his school library. He had stolen twenty or more books before the librarian discovered the theft. The librarian, his teacher, and the principal were very upset about the incident. Patrick was a good student in the academic sense. He made good grades and did well in all of his subjects. However, almost every week he was in some type of trouble. He had been punished often by his teachers and the principal. This time the principal felt that more drastic measures had to be taken. He called in the juvenile officer from the local police department. The officer came and talked to Patrick and his parents and he filed a complaint with the juvenile court counselor. The counselor talked to the principal, the librarian, Patrick's teacher, his parents, and Patrick. After ten days the counselor decided that Patrick did not need to go to court. He encouraged Patrick and his parents to pay for the books. He also required Patrick to attend a special class on Saturday morning for pre-delinquent youth. Was Patrick treated fairly?

THE COUNTERFEITER

At Riverdale Elementary School the students pay for their ice cream in the lunch line and receive a red ticket which they redeem at the ice cream box. George, who is in Mrs. Smith's class, devised a scheme for getting free ice cream. He found paper which was the same color as the ice cream tickets in the the trash can. He cut the paper the proper size, made some tickets for himself, and gave the remaining tickets to his friends. George and his friends used them to buy ice cream. It was not long before the fraud was discovered. The principal immediately summoned George to the office. He questioned him and suspended him from school for three days. He sent a letter to George's parents telling them about the incident and punishment. His letter also requested a conference with George and his parents. The principal also called in the other students who had used counterfeit tickets, assigned them to detention for one week, and wrote letters to each of their parents. Were George and the other offenders treated fairly?

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DOES KNOWLEDGE BRING RESPONSIBILITY?

Scott and his friends were making plans for Halloween. They were thinking of things to do that would really attract attention. They decided that it would be fun to go through a nearby, well-to-do neighborhood, taking pumpkins from front porches and smashing them on the sidewalk. They reasoned that if they did this on Halloween, they would not be punished. If someone saw them, they probably would not be recognized since they were a few blocks from home and would be wearing Halloween masks. They figured their parents would not suspect anything since they would be out "trick or treating." The conversation took place in the school cafeteria. Beth and Susie overheard the discussion and were concerned about what they had heard. They were afraid that if the boys followed through on their plans they might get hurt or in trouble. Certainly the people in that neighborhood would be upset. Beth and Susie worried about what they had heard for the rest of the day. They did not want anyone to get hurt and they did not want to be considered accessories to a crime. But they also did not want to be labeled as "finks," or tattletales. Should Beth and Susie tell or should they remain silent?

1. Did Beth and Susie have the right to listen to Scott's plans?

2. What obligation do the girls have to other citizens, the police, and the boys?

3. If the boys cause property damage, should the girls be held responsible in any way for what happens?

4. What do you think will happen to the girls if they tell?

5. If you are a homeowner, police officer, or Scott's parents, what do you want the girls to do?

6. Does a person have an obligation to go to the authorities if he or she has knowledge of actions or events which are likely to harm others?

THE LIBRARY BOOK

Patsy Richardson was new at Cedar Springs Middle School. She liked reading. Melissa Robbins, the first girl she met at her new school, also enjoyed reading. The day after they met, the girls agreed to go to the public library after school. Patsy was eager to know where it was and to get a library card. At the library the clerk called Melissa's attention to some new books. Patsy saw a book that she wanted to check out. The clerk gave her an application for a library card, and told her that her mother must sign it before she could get a library card..

"I must have this book," insisted Patsy.

"But you don't have a card," Melissa said.

Patsy replied, "You can check it out for me."

"That's fine," said the clerk. "But Melissa will have to be responsible for the book."

On their way home, the book slipped from Patsy's arm and fell into a puddle of water. It was badly damaged. Several days later when Patsy returned the book to the library, the clerk immediately called Melissa and told her she owed $5 for the damaged book. Melissa called Patsy and ask her to pay for the book. Melissa out pointed that Patsy was the one who had damaged it. Patsy refused, reminding her that the clerk had told her that she would be responsible for the book. Who is responsible?

1. Is it possible to follow a rule and still be wrong?

2. If Patsy fails to pay for the book, how will it affect her relationship with Melissa?

3. If you were the library clerk, what do you think Patsy should do?

4. If you were Patsy's parents, what do you think she should do?

5. If you were Melissa's parents, what do you think she should do?

6. Should Patsy be given a library card?

7. Should anyone ever be held responsible for the actions of someone else?

THE COMPUTER GAME

Jamie and Lewis were on their way home from school when suddenly Lewis remembered that he had promised his mother he would buy some toothpaste at the drugstore.

"Come on, Jamie," Lewis said. "It will only take a few minutes."

As they entered the store, Lewis headed straight for the section where the toothpaste was kept. A big display of miniature video games caught Jamie's attention and he walked in that direction. Lewis looked and looked for the brand of toothpaste his mother wanted. At last he found it. He picked up the tube of toothpaste and went to get Jamie. Jamie was standing at the counter, playing with a game when Lewis found him.

"Come on, Jamie," said Lewis. "Let's go."

"Okay, Lewis," Jamie replied.

Just as they were leaving, Lewis saw Jamie quickly stuff a game into his pocket. "Jamie, did you take that game?"

"No," said Jamie.

"You did," said Lewis. "I know, I saw you. You'd better put it back."

"Yeah, I did," said Jamie, "and it's none of your business. What are you going to do about it?"

"I could tell the people who run the store," said Lewis, "because I don't think people ought to steal things. Please put it back."

"Look, I told you it's none of your business, so just forget about it, will you?" Jamie said angrily.

"I'm warning you, Jamie, if you don't put it back, I'll tell the lady at the cash register."

"You wouldn't dare!" Jamie snapped.

Should Lewis tell the cashier?

1. How will Lewis feel if he does tell? does not tell?

2. Which is more important in this case, telling the cashier or maintaining a good relationship with his friend?

3. What might happen to the relationship between the two boys if Lewis tells?

4. Suppose Lewis does not tell and a store employee or a security guard catches Jamie, should Lewis be punished as well?

5. If Lewis's parents were available to advise him, what do you think they would want him to do?

6. Is it ever right to steal or be tolerant of those who do steal?

The State's Role in the Election of a United States President

CONCEPT: Responsibility/Authority

GOAL 6: The learner will know the process of a democratic election.

OBJECTIVE 6.1: Define terms associated with the electoral process.

PROCEDURES

A. MOTIVATION

Use questions such as: Do you know the meaning of terms such as "election," "electoral vote," and "popular vote"? Have you ever accompanied your parents to the polling place when they voted in an election? Do you remember anything about a recent election? This will encourage students to talk about what they know and what their experience has been with elections and the electoral process.

B. DEVELOPMENT

Discuss the meaning of the terms found in Student Handout 1. Give students the opportunity to look up the terms in a dictionary or provide them with a copy of the terms and definitions before discussing them.

Help students understand the information in Student Handout 2. You may want to provide a copy of this information for students.

Explain the steps in "Elect a President Game" and guide students through the game. Allow them to finish all activities for each step before moving to the next step.

STEP ONE
Divide the class into two groups. Have a representative of each group choose a party card to determine which group will represent the Democrats and which group will represent the Republicans. Each group will in turn allow volunteers to announce their desire to become President. (Limit the volunteers to three for each party.) The volunteers will be told that they are now candidates and must plan a speech, select campaign managers, make campaign posters, badges, and commercials for presentation to the class tomorrow.

STEP TWO
Allow students to register to vote. Appoint registrars and devise a simple form to be filled out by each registrant. Have the registrars compile alphabetical lists of registrants by party. (If your registrars are computer literate, the registration data may be entered into a simple data base such as Bank Street Filer or Apple Works.) The Republican group is given an opportunity to hear the views of each candidate. Campaign managers should be encouraged to involve as many from their designated group as possible. The students should display posters, campaign buttons, etc. Repeat for the Democratic group. After students hear from the candidates and examine campaign literature and information, allow each group to vote. Appoint students to tabulate results and announce them to the class. Compare this to a primary election.

STEP THREE
Let the winning candidates for each party give their speeches again and allow their supporters to do a limited amount of campaigning. Put the winner from the Republican group and the winner from the Democratic group on the same ballot. Let the entire class vote on these. You may want to set up a polling place and allow students to vote throughout the day at times such as lunch or breaks. Once again have the students tabulate and announce the results.

Remind students that in a real election the electors for North Carolina will probably cast their electoral votes for this overall winner. North Carolina has 13 electoral votes.

Also use this opportunity to point out the difference between presidential elections and elections for governor and other statewide or local offices.

STEP FOUR
Use the cards in Student Handout 3 to demonstrate how the electoral college works. Cut the state cards apart and put them in a box. Draw a state. Then choose a Party Card (Democrat or Republican). The number of electoral votes on the card is recorded on the chalkboard for the Democratic or Republican candidate according to the Party Card chosen. Go through this process until votes for one candidate reach the 270 majority needed or until all states have been drawn from the box. This is a good time to emphasize that candidates will probably campaign most heavily in the states with the highest electoral votes. Also, reemphasize how the electoral college works.

STEP FIVE
Have an inauguration ceremony for the winning candidate.

MATERIALS: (Provided)
Student Handouts 1, 2, and 3.

C. CULMINATION

Review terms on Student Handout 1. Have students pronounce them and give their definitions.

Put the terms on the chalkboard. Read definitions and let the students select the correct word from the list on the chalkboard.

Have students write a descriptive paragraph describing either an election determined by popular vote or how the electoral vote determines the winner of a presidential election.

TERMS TO KNOW

1. candidate - The person running for office.
2. primary election - An election between candidates from the same party for the purpose of selecting a candidate to run against candidates from rival political parties.
3. national convention - A large meeting held by the political parties to select the candidates for President and Vice President of the United States.
4. delegate - Men and women selected by their party to represent their state at the national convention where the candidates for President and Vice-President are chosen.
5. nominees - The candidates picked by each party.
6. campaign - Activities, such as speeches and television advertising, which encourage people to vote for the candidates in an election.
7. poll or polling place - A place where people go to vote.
8. popular vote - The number of individual votes cast by the people.
9. electors - A group of men and women who cast electoral votes in a presidential election in the United States.
10. electoral vote - The number of votes allotted to each state and the District of Columbia, based on the population of that state. They are cast by electors for candidates for President.
11. Electoral College - The formal name for the 538 electors chosen from the various states and the District of Columbia who cast votes in a presidential election.
12. inauguration - A ceremony at the capitol in Washington, D.C. in which the President-elect swears to uphold, protect, and defend the Constitution of the United States.
13. ballot - An official list of certified candidates for office used when voting.

Facts about Presidential Elections

- Electors do not have to vote for the party candidate. Example: A Republican elector can vote for a Democratic candidate.

- The state's electoral votes usually go to the nominee who gets the most popular votes in that state.

- The American people never vote directly for President and Vice President. Instead, they vote for electors who vote for the President and Vice President.

- A candidate must receive a majority of the 538 electoral votes to win. That is 270 votes.

- A candidate who does not win a majority of the popular votes can become President by winning the majority of electoral votes.

- The qualifications for President are:
  must by 35 years or older.
  must be born in the United States.
  must have lived in the United States for 14 years.

STATE CARDS

Alabama 9	Massachusetts 14	South Dakota 4
Alaska 3	Michigan 21	Tennessee 10
Arizona 6	Minnesota 10	Texas 26
Arkansas 6	Mississippi 7	Utah 4
California 45	Missouri 12	Vermont 3
Colorado 7	Montana 4	Virginia 12
Connecticut 8	Nebraska 5	Washington 94
Delaware 3	Nevada 3	West Virginia 6
Florida 17	New Hampshire 4	Wisconsin 11
Georgia 12	New Jersey 17	Wyoming 3
Hawaii 4	New Mexico 4	District of Columbia 3
Idaho 4	New York 41	
Illinois 26	North Carolina 13	Democratic Party
Indiana 13	North Dakota 3	

Iowa 8	Ohio 25	
Kansas 7	Oklahoma 8	Republican Party
Kentucky 9	Oregon 6	
Louisiana 10	Pennsylvania 27	
Maine 4	Rhode Island 4	Democratic Party
Maryland 10	South Carolina 8	
Democratic Party	Republican Party	Democratic Party
Democratic Party	Republican Party	Democratic Party
Democratic Party	Republican Party	Democratic Party
Democratic Party	Republican Party	Democratic Party

Communicating with Elected Officials

CONCEPT: Responsibility

GOAL 7: The learner will know that in democracies, citizens must communicate their wishes to their elected government.

OBJECTIVE 7.2: Identify the means which citizens find most useful in influencing local governing bodies.

PROCEDURES

A. MOTIVATION

Invite a local county commissioner or school board member to speak to the class about his or her job, qualifications, and duties.

Allow students to question the speaker concerning his or her interests. Use a public-hearing type forum.

B. DEVELOPMENT

Allow students to brainstorm local issues of concern to them. For example, students might cite such issues as going to school on Saturdays to make up snow days, the closing of a school playground after school hours because of vandalism, or the problems caused by teenagers cruising at the local shopping mall.

Have students individually choose the issue of greatest concern to them. They should then formulate a position on the issue chosen and decide methods to communicate their concern to elected officials.

Lead students in a discussion of the problems chosen, the solutions the students have suggested, and the officials who have jurisdiction over the problems identified. Choose several problems for students to work on further.

Divide the class into groups to work on posters, letters, petitions, and other creative ways to communicate with an elected official who has authority to deal with the assigned problem. Each group should select a chairperson to lead the group's activities and a secretary to take notes on the group's discussions. Monitor each group to assure that each student is involved and has a specific task to perform.

MATERIALS: (Needed)
Poster paper, crayons, and markers

C. CULMINATION

When each group completes its work, the chairperson should share the group's findings with the class and field any questions by the other groups.

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Your Opinion Counts

CONCEPT: Authority

GOAL 8: The learner will know that elected and appointed officials have the authority to act for citizens.

OBJECTIVE 8.2: Analyze how effectively elected officials represent their constituents.

PROCEDURES

A. MOTIVATION

Ask students to imagine that the class has $50.00 left in the treasury. Brainstorm ideas on how to spend the money. Record ideas on chalkboard or chart paper. Place the list so it is visible to the class for the rest of the activity.

B. DEVELOPMENT

Divide the class into five groups (districts) of about five members (constituents) each. Adjust groups to fit your class. Allow the districts, numbered 1-5, to gather at numbered tables or areas to discuss ideas for using the money.

Tell each district to elect one member lawmaker to represent that district at a central meeting. Explain that a constituent is a member of the district represented by the lawmaker. A constituent lives in the district represented, but the lawmaker makes his or her decision for the good of all.

Allow 10-15 minutes for students to discuss each option for using the money. Encourage each constituent to make his or her wishes known to the lawmaker.

Call the five lawmakers to the center of the room. The remainder of the class will become observers and cannot participate in the discussion at this point. Tell them to listen carefully because they will be called upon to report on what they observe in a few minutes. Appoint someone to preside over the meeting of the lawmakers. (It may be necessary to provide the lawmakers with some basic rules of parliamentary procedure to follow.) The person appointed to preside should ask if any of the lawmakers has a proposal he/she would like to present to the group. After one person presents his/her proposal, allow each lawmaker to express a position on the proposal and tell how he or she thinks the other lawmakers should vote on the proposal. After some discussion of the proposal (hopefully pro and con), the chairperson should call for a vote. If the proposal gets a majority of the vote, end this round of the activity. If the proposal under consideration fails to get a majority vote, have the chairperson call for other proposals from the lawmakers. The lawmakers should discuss any idea that is suggested and vote on it. Continue until a suggested proposal receives a majority vote.

If time permits, you may want to repeat the activity using a different scenario and different students in the roles of lawmakers.

After one or more rounds, use the follow-up questions to encourage both the observers and the lawmakers to analyze the dynamics of electing or appointing someone to make decisions on one's behalf and to evaluate each decision.

Sample questions for analysis of dynamics:

1. How did it feel when your representative suggested ideas different from those discussed in your small group?
2. How did it make you feel when the majority of the students in your district felt differently than you about the problem?
3. Should the representatives vote their convictions or should they reflect the wishes of the group?
4. Would it be better if everyone voted on every decision rather having representatives vote for them?
5. Should you be bound by decisions made by your representative?
6. As a representative, how did it make you feel to have someone trying to influence your decisions?
7. Who influenced you most, your constituents or other lawmakers?

Sample questions to guide evaluation of decisions:

1. What decision was reached?
2. Do you think it was a good decision?
3. If you could vote again, would you vote differently?
4. What is wrong with the decision?
5. Do you think the decision should stand or be changed?

General Questions:

1. Besides meeting and talking with a lawmaker, what other ways can constituents influence their lawmakers?
2. Is the job of a lawmaker easy or hard? Explain your answer.
3. Should lawmakers listen more to constituents who are good friends than to others who are not?
4. If lawmakers vote differently from the majority opinion in their district, how should it affect their chances for reelection?

C. CULMINATION

Give a copy of Student Handout 4 to each member of the class. Instruct students to respond to each statement. Collect the opinionnaire and analyze the responses by recording them on a chart or by creating a human graph.

Have the class prepare and use a similar opinionnaire to interview local citizens to determine if they feel local elected officials are representing the wishes of their constituents. Graphs the results.

MATERIALS: (Provided)
Student Handout 4

OPINIONNAIRE

Directions: Respond to each of the statements below by circling either (A) for agree, (D) for Disagree or (U) for undecided.

1. I feel that my representative listened to my ideas. A D U

2. I feel that my ideas are pretty important. A D U

3. I feel that my ideas are not very important. A D U

4. I feel that my ideas influenced my representative. A D U

5. I feel that my representative ignored my ideas. A D U

RESPONSIBLE CITIZENS

CONCEPT: Responsibility

GOAL 9: The learner will know the importance of acting responsibly as citizens.

OBJECTIVES 9.1: Recognize responsible courses of action when presented with situations.
9.2: Describe a variety of ways one can participate in the community.

PROCEDURES

A. MOTIVATION

Have students imagine a society without rules (laws). Brainstorm a list of events and individual behaviors which might occur in such a society. Following the brainstorming session, have students write a descriptive paragraph about a state without laws. Have a few students read their paragraphs aloud to the class. Take a few minutes to discuss the need for rules and regulations in a democratic society.

B. DEVELOPMENT

Discuss rules which govern behavior in the classroom, community, county, state, and country, and why they are needed. An alternative to a general discussion may be to have students evaluate specific rules and or laws using the questions in Handout 1 on page 7, of the introduction.

After students have discussed the reasons rules are needed in various situations, present them with several of the situations found in Student Handout 5 or you may use your own situations to focus on behavior which is more relevant or familiar to your students. Allow students to decide what should be done in each of the situations. Encourage each student to decide individually what is the most responsible behavior in each situation and then give them the opportunity to discuss reasons for the actions they have chosen with other students.

Following the discussion of the situations, ask students to discuss the meaning of rights and duties. Discuss rights and duties of citizens in specific situations such as at school, in the workplace, in church, and in the family.

MATERIALS: (Provided)
Student Handout 5

C. CULMINATION

Have students describe orally or in writing responsible ways citizens can participate in the community through local government, elections, or influencing public opinion.

What is the Responsible Thing To Do?

1. During a test you notice a fellow classmate looking at another student's answers. What should you do? If it was your paper the classmate was looking at, would you react any differently?

2. You overhear two boys plan an attack on another student after school. If you walk home the usual route, you will pass the fight. Should you inform school officials, the boys' parents, your parents, or walk home a different way so you won't get involved?

3. Your best friend shoplifts in the drugstore while you two are out shopping. What are your choices and what should you do?

4. You are supposed to complete your homework before playing outside in the neighborhood after school. Several of your friends invite you to meet them on the playground for a game of basketball. Neither of your parents will be home. They will probably never know you went to the playground. What should you do?

5. You are helping your mother sort through clothes before washing them. You find $5.00 in the pocket of your brother's shirt. What should you do?

6. You are riding your bicycle in the neighborhood. You stop to talk to some friends. As you stop, the handle-bar on your bicycle scrapes a small amount of paint from the side of Ms. Smith's new sports car. What should you do?

LESSON 4-5

THERE IS A DIFFERENCE

CONCEPT: Responsibility

GOAL 9: The learner will know the importance of acting responsibly as a citizen.

OBJECTIVE 9.3: Distinguish between responsible and irresponsible actions by citizens.

PROCEDURES

A. MOTIVATION

Have students define responsibility (the ability to choose for oneself between right and wrong) and citizen (a person living in a particular place--town, city, country or school). Have students write their definitions on a sheet of paper because they will be asked to refer to them later.

B. DEVELOPMENT

Ask students to name some of the responsibilities they have at home. List them on the chalkboard. After listing, choose several and ask, "What would happen if you did not carry out your responsibility?"

Repeat the procedure, this time listing the students' responsibilities at school. Have students list responsibilities of good citizens in your county.

Divide class into groups of four. Pass out situations found in Student Handout 6 depicting responsible or irresponsible actions. Let students work together to decide if a particular action is responsible or irresponsible. After deciding if the action is responsible or irresponsible, have the students list all who are affected by the action and describe how they are affected. Allow time for members of the class to share findings of small groups and discuss.

MATERIALS: (Provided)
Student Handout 6

C. CULMINATION

Have students watch the evening news, listen to news on the radio, or read the newspaper and report to the class the actions of a responsible or irresponsible citizen.

THERE IS A DIFFERENCE

SITUATION 1

Jack and David were practicing baseball in David's backyard. David pitched a ball to Jack. Wham! Jack hit the ball over the fence straight into Mrs. Brown's picture window. Both boys knew they were in big trouble. David's parents had told him not to practice in the backyard. The boys had decided to go ahead and practice anyway because David's parents were at work. Mrs. Brown was at work, too. Jack and David decided that since no one was home, no one would know who broke the window.

SITUATION 2

Mrs. Jones was driving around the mall looking for a parking space. She was in luck! There was a space near the entrance to the store where she was going shopping. Quickly she drove up to the space. It was a narrow space but she thought she could make it. Mrs. Jones hit the fender of the car parked to her left. She looked around and waited a while for the owner to come. After waiting for fifteen minutes, Mrs. Jones left her name and phone number on the windshield of the dented car and went into the mall to shop.

SITUATION 3

Mrs. Thomas gave each of her students a poster for being such good workers in class. Lisa accidentally tore her poster. While Sue was in reading class, Lisa quietly went to Sue's desk and switched posters.

SITUATION 4

As Tom was walking across the parking lot of the Tasty Chicken Restaurant, he spied a wallet laying on the ground. He picked it up and began looking for the owner's name and address. There was a $100 bill in the wallet. "That's a lot of money," he thought. Tom continued looking and finally found the name and phone number of the owner. That evening he called and made plans to return the wallet to its owner.

LESSON 4-6

CAN YOU DECIDE?

CONCEPT: Responsibility

GOAL 9: The learner will know the importance of acting responsibly as citizens.

OBJECTIVE 9.1: Recognize responsible courses of action when given a situation depicting a need to act.

PROCEDURES

A. MOTIVATION

Stress to students that as citizens in the school and community, they are constantly making decisions about right and wrong ways to act. Point out that sometimes people fear that by doing the right thing they will get in trouble or lose friends. During this activity students discuss situations that have actually happened and consider how a responsible citizen should behave when faced with these situations.

B. DEVELOPMENT

Divide students into groups of five or six. Each group will choose a chairperson who will report on the small group discussion to the class. Conduct a class discussion using one or more of the dilemmas found in Student Handout 7. Use the procedures outlined on pages 6-7 of the introduction.

Materials: (Provided)
Student Handout 7

C. CULMINATION

Summarize the decisions made and point out that we must act not only in our personal best interest but also in the interest of others who are affected by our actions. Ask students to think of things they do that affect only themselves. Ask them to think of a decision they made in the past few days and reflect on how this affected them and others.

DECISIONS

IS IT REALLY WORTH IT ?

You have just finished a very difficult social studies test. You studied hard but you feel that many of your answers are wrong. Your teacher must leave the room for an emergency telephone call. Your friend almost always makes an "A" in social studies. While the teacher is away, she offers to let you copy her work. Some of the other students are comparing their work. What should you do?

YOU SAW IT

You and your mother are grocery shopping and you notice a shabbily dressed, elderly man slip an apple into his pocket. What should you do? Should you report him to the grocery store manager or should you assume that since he is old and poorly dressed, it is okay?

WHAM-O

Susan is riding in the car with her brother Joe when he accidentally hits a neighbor's car. Her brother's car is not damaged, but the neighbor's car is dented. Joe does not want anyone to know, because he is afraid his dad will make him start riding the bus to school. He begs Susan not to tell and offers her $5 to keep quiet. What should Susan do?

WILD THROW

You and your best friend are playing catch with a baseball after school. You accidentally miss a wild throw and one of the school's windows is broken. Everyone else has already left the school and no one will know you did it unless you tell them. What should you do?

MISSING HOMEWORK

You arrive at school just before the morning bell. You open your math book, only to discover that your math homework is missing. A classmate volunteers to let you copy her work. You know it is wrong to copy someone else's work, but there is not time to do the assignment again before math time. And after all, you really did do the work. What should you do?

Duties of Local Officials

CONCEPT: Authority/Responsibility

GOAL 4: The learner will know that laws are made by all levels of government.

OBJECTIVE 4.1: Identify the three levels of government as local, state and national.

PROCEDURES

A. MOTIVATION

Review the jobs of the people who serve in local, state, and national government. Invite a public official to come to the class and talk about his or her position and how he or she was elected, appointed, or hired for the position. Play the bingo game in Student Handout 8.

MATERIALS: (Provided)
Student Handout 8

B. DEVELOPMENT

Use local newspapers and current periodicals to find out about candidates for key offices and/or about individuals who currently hold office. Assign students to collect information on specific local, state and national figures. Ask students to find biographical data and information about current responsibilities and accomplishments. Have students report on the individuals that have been researched.

Show "The Capitol Report" program #13 and/or "County Official Roundup" program #14 from Carolina Carousel. These videotapes will give students background information on state and local officials. They are available from the regional education center. Following the viewing of each videotape, ask comprehension question to determine if students understood the tape.

Have each student create a chart listing examples of services provided by the local, state, and national governments. After the charts have been created, assign students a level of government to be described in a single paragraph.

MATERIALS: (Needed)
"The Capital Report" videotape
"County Official Roundup" videotape

C. CULMINATION

Post student charts and reports. Have a few volunteers read their paragraph on the various levels of government or explain their chart listing government services.

BINGO

1. Any crime for which the defendant could be sentenced to more than two years.
2. The number of members who serve on the Board of County Commissioners .
3. This body is made up of 12 members. These members are sworn to render a verdict concerning a court case.
4. Serves as the head of a state department. What is his title?
5. This court hears all matters concerning federal law. It can also hear civil disputes between citizens from different states if the case involves more than $10,000.
6. The North Carolina representative to the United States Congress from the Congressional District.
7. The Governor of North Carolina.
8. The trial court for all misdemeanors. There are no jury trials in this court.
9. This person is elected every four years to serve as the judge for Superior Court in his or her district. He or she must be a lawyer.
10. The sheriff of your county.
11. The chairman of the _____ Commissioners.
12. This criminal offense is considered less serious than a felony. A defendant can be sentenced for two years or less for such an offense.
13. Disputes between two or more persons or corporations.
14. This person represents the state in all criminal matters. He or she is elected every four years and must be a lawyer.
15. The court to which a juvenile offender appeals his case.
16. A jury made up of not less than twelve nor more than eighteen members. Its purpose is to hear evidence presented by the State of North Carolina against a defendant. It must rule on whether or not there is probable cause to believe a felony has been committed. If this jury finds probable cause, a bill of indictment is returned.
17. Members serving on the _____County Board Commissioners.
18. This is a trial court for all felonies and all misdemeanor cases that have been appealed from District Court. There is one in each county.
19. This is a person who has not reached his eighteenth birthday, not married, and not a member of the armed services. If this person is considered undisciplined or delinquent, then, it can be any person who has not reached his sixteenth birthday, not married, or not a member of the armed forces.
20. State senators from the _____ district.
21. This person is elected every four years to preside over the Court. He or she must be a lawyer.
22. This person is hired by the state to encourage forest conservation.

23. This branch of state government is headed by the governor.
24. A violation of the state criminal laws or federal criminal law.
25. _____ now holds this position.
26. This branch of state government interprets the laws of our state. It protects the legal rights of North Carolina citizens. It also determines punishment for convicted lawbreakers.
27. North Carolina's two United States senators.
28. The lieutenant governor of North Carolina.
29. _____ are now serving on the _____ County Board of County Commissioners.
30. This agency helps many people such as those who are old, disabled, or cannot support themselves. Dependent children can be helped through this agency.
31. This person is responsible for administering county business on a day-to-day basis. He helps to plan the building and maintaining of streets. He helps oversee the water supply to homes and businesses. He is concerned with waste disposal and water treatment plants.
32. This person is responsible for collecting property taxes.
33. The Speaker of the House in the North Carolina General Assembly.
34. The county seat of _____County.
35. The person currently the Register of Deeds for_____ County.
36. This person presides at meetings of the _____ County Board of Education.
37. The Superintendent of_____County Schools.
38. This agency provides information to the community on a wide variety of subjects. It helps by giving information about agricultural resources such as livestock and production of crops. Also, information on family resources concerning such topics as health, nutrition, and money management are provided. The 4-H Clubs are handled through this agency.
38. The Sheriff of _____County.
39. The branch of state government that makes our laws as well as revising existing ones.
40. County manager of County.
41. _____ performs this service.
42. Second highest state office.
43. _____ congressman from this district to the United States Congress.
44. Terry Sanford and Jesse Helms.
45. Chief executive of the United States.
46. Who is_____ County's tax supervisor?

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	5 Members	Jury	State Superintendent of Public Instruction	Federal Court
		District Court	Superior Court Judge	
	Misdemeanor	FREE	Civil Disputes	District Attorney
North Carolina Court of Appeals	Grand Jury		Superior Court	Juvenile
27th Senatorial District	District Court Judge		Executive Branch	Crime
27th Senatorial District		Chairman of the Elections Board	Judicial Branch	

Department of Social Studies	5th Congressional District	Executive Branch	Donald Kincaid and Dan R. Simpson	Sheriff
	Manager County			Chairman of the Board of County Commissioners
	Board of County Commissioners	FREE	United States Senators from North Carolina	President of the United States
Five Members		Judicial Branch		Tax Collector
	Mayor of _____	27th Senatorial District	Agricultural Extension Services	Legislative Branch

		District Attorney	Superior Court	Wilkesboro Town Board of Commissioners
Felony	Department of Social Studies	FREE		County Manager
District Court		Federal Court	Director of Health Services	Crime
Jury	Executive Branch	Tax Collector		Misdemeamor
	Wilkesboro	Chairman of the Board of Elections	Clerk of Court	

District Attorney	Chairman of the County Commissioners	Chairman of Board of Education		Judicial Branch
		FREE	County Librarian	Agricultural Extension Services
State Superintendent of Public Instruction		Our Representatives of the 41st Representative District	Executive Branch	
	Legislative Branch		Tax Collector	Lt. Governor of North Carolina